

School Year: 2018-19



Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hollister Elementary	6045462	9-24-2018	11-7-2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

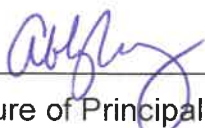
Involvement Process for the SPSA and Annual Review and Update

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted, with 5 parents, 3 teachers, 1 classified employee and 1 administrator, and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the English Learner Advisory Council before adopting this plan.
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on September 24, 2018.


Attested:

Abby Vasquez


Signature of Principal

9/24/18
Date

Ericka Tesla


Signature of SSC Chairperson

9/24/18
Date

Goals, Strategies, & Proposed Expenditures

Goal 1

Reading: 100% of our student cohorts will increase reading proficiency as measured by Renaissance STAR 360 Early Literacy (K-1st) and Reading (2nd – 6th) assessments, or Smarter Balanced Assessment Consortium (SBAC) Tests.

Basis for this Goal

Kindergarten/1st Grade: RenSTAR Early Literacy

2nd – 6th Grades: RenSTAR: Growth year to year comparison (SGP) and RenSTAR: Percentile ranking (PR) 50% or higher

3rd – 6th Grades: 2018 SBAC: Students at Meets/Exceeds standard

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome										
STAR 360 - Fall 2018 Early Literacy – scaled scores	<table border="1"> <tr> <td>K</td> <td>53% At/Above 499 SS</td> </tr> <tr> <td>1st</td> <td>48% At/Above 612 SS</td> </tr> </table>	K	53% At/Above 499 SS	1 st	48% At/Above 612 SS	100% of our student cohorts in Kindergarten and 1 st grades will increase their scaled scores in early literacy skills						
K	53% At/Above 499 SS											
1 st	48% At/Above 612 SS											
STAR 360 - Fall 2018 Reading – scaled scores	<table border="1"> <tr> <td>2nd</td> <td>68% At/Above 182 SS</td> </tr> <tr> <td>3rd</td> <td>45% At/Above 323 SS</td> </tr> <tr> <td>4th</td> <td>59% At/Above 424 SS</td> </tr> <tr> <td>5th</td> <td>53% At/Above 525 SS</td> </tr> <tr> <td>6th</td> <td>42% At/Above 626 SS</td> </tr> </table>	2 nd	68% At/Above 182 SS	3 rd	45% At/Above 323 SS	4 th	59% At/Above 424 SS	5 th	53% At/Above 525 SS	6 th	42% At/Above 626 SS	100% of our student cohorts in 2 nd – 6 th grades will increase their scaled scores in reading proficiency
2 nd	68% At/Above 182 SS											
3 rd	45% At/Above 323 SS											
4 th	59% At/Above 424 SS											
5 th	53% At/Above 525 SS											
6 th	42% At/Above 626 SS											
STAR 360 - Fall 2018 Reading - Growth Report (SGP) Fall to Spring	Need 3 assessment data points to get growth report.	100% of our student cohorts will increase reading proficiency over the school year										
STAR 360 - Fall 2018 Early Literacy Percentile Rankings	<table border="1"> <tr> <td>K</td> <td>53% At/Above 40 PR</td> </tr> <tr> <td>1st</td> <td>48% At/Above 40 PR</td> </tr> </table>	K	53% At/Above 40 PR	1 st	48% At/Above 40 PR	100% of our student cohorts in Kinder and 1 st grades will increase their percentile ranking scores in early literacy skills						
K	53% At/Above 40 PR											
1 st	48% At/Above 40 PR											
STAR 360 - Fall 2018 Reading – Percentile Rankings	<table border="1"> <tr> <td>2nd</td> <td>68% At/Above 40 PR</td> </tr> <tr> <td>3rd</td> <td>45% At/Above 40 PR</td> </tr> <tr> <td>4th</td> <td>59% At/Above 40 PR</td> </tr> <tr> <td>5th</td> <td>53% At/Above 40 PR</td> </tr> <tr> <td>6th</td> <td>42% At/Above 40 PR</td> </tr> </table>	2 nd	68% At/Above 40 PR	3 rd	45% At/Above 40 PR	4 th	59% At/Above 40 PR	5 th	53% At/Above 40 PR	6 th	42% At/Above 40 PR	100% of our student cohorts in 2 nd – 6 th grades will increase their percentile ranking scores in reading proficiency
2 nd	68% At/Above 40 PR											
3 rd	45% At/Above 40 PR											
4 th	59% At/Above 40 PR											
5 th	53% At/Above 40 PR											
6 th	42% At/Above 40 PR											

SBAC – English Language Arts

3 rd	68% Met or Exceeded
4 th	52% Met or Exceeded
5 th	46% Met or Exceeded
6 th	47% Met or Exceeded

100% of our student cohorts in 3rd – 6th grades will increase their scores in English Language Arts on the SBAC

PLANNED STRATEGIES/ACTIVITIES

Goal 1: Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students at Hollister School, including all subgroups, will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, Hollister School will review and revise schedules to optimize collaboration times at each grade level. Teachers will meet weekly during professional learning team (PLCs) to review student data and work samples to discuss student progress, needs of struggling and advanced learners, and strategies to support next steps.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional Site cost as District CORE budget covers expense of PE release for collaboration between teachers at grade level.
Source(s)	
Budget Reference(s)	Budget reviewed at Site Council - See Agendas and Minutes

Goal 1: Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students at Hollister School, including all subgroups, will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, Hollister School teachers will, within the PLC structure, identify and implement use of curriculum resources to be used with struggling, at grade level, and advanced learners. Teachers will monitor efficacy of these resources through data collected during each intervention block of 6-8 weeks.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional Site cost as District CORE budget covers expense of PE release for collaboration between teachers at grade level. Certificated Tutors to support targeted interventions ELA: Title I: \$32,228 LCAP: \$28,000 Lexia Reading Plus: LCAP - \$7,000
Source(s)	Title I /LCAP
Budget Reference(s)	Budget reviewed at Site Council - See Agendas and Minutes

Goal 2

Mathematics: 100% of Hollister School student cohorts in grades 2 - 6 will show growth as measured by Renaissance STAR Math Program (STAR 360) or the SBAC state testing when compared to last year's data.

Basis for this Goal

K-1st

2nd – 6th Grades: RenSTAR: Growth year to year comparison (SGP) and RenSTAR: Percentile ranking (PR) 50% or higher

3rd – 6th Grades: 2018 SBAC: Students at Meets/Exceeds standard

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome										
STAR 360 - Fall 2018 Math – scaled scores	<table border="1"> <tr> <td>2nd</td> <td>59% At/Above 396 SS</td> </tr> <tr> <td>3rd</td> <td>73% At/Above 482 SS</td> </tr> <tr> <td>4th</td> <td>67% At/Above 567 SS</td> </tr> <tr> <td>5th</td> <td>62% At/Above 634 SS</td> </tr> <tr> <td>6th</td> <td>49% At/Above 699 SS</td> </tr> </table>	2 nd	59% At/Above 396 SS	3 rd	73% At/Above 482 SS	4 th	67% At/Above 567 SS	5 th	62% At/Above 634 SS	6 th	49% At/Above 699 SS	100% of our student cohorts in 2 nd – 6 th grades will increase their scaled scores in mathematics
2 nd	59% At/Above 396 SS											
3 rd	73% At/Above 482 SS											
4 th	67% At/Above 567 SS											
5 th	62% At/Above 634 SS											
6 th	49% At/Above 699 SS											
STAR 360 - Fall 2018 Math - Growth Report (SGP) Fall to Spring	Need 3 assessment data points to get growth report.	100% of our student cohorts in 2 nd – 6 th grades will increase their scaled scores in mathematics										
STAR 360 - Fall 2018 Early Numeracy – Percentile Rankings	<table border="1"> <tr> <td>K</td> <td>75% At/Above 50 PR</td> </tr> <tr> <td>1st</td> <td>98% At/Above 50 PR</td> </tr> </table>	K	75% At/Above 50 PR	1 st	98% At/Above 50 PR	100% of our student cohorts in Kindergarten and 1 st grades will increase their percentile ranking scores in early numeracy skills						
K	75% At/Above 50 PR											
1 st	98% At/Above 50 PR											

STAR 360 - Fall 2018 Math – Percentile Rankings	2 nd	59% At/Above 40 PR	100% of our student cohorts in 2 nd – 6 th grades will increase their percentile ranking scores in mathematics
	3 rd	73% At/Above 40 PR	
	4 th	67% At/Above 40 PR	
	5 th	62% At/Above 40 PR	
	6 th	49% At/Above 40 PR	
SBAC Spring 2018 – Mathematics	3 rd	68% Met or Exceeded	100% of our student cohorts in 3 rd – 6 th grades will increase their scores in Mathematics on the SBAC
	4 th	55% Met or Exceeded	
	5 th	30% Met or Exceeded	
	6 th	45% Met or Exceeded	

PLANNED STRATEGIES/ACTIVITIES

Goal 2: Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students at Hollister School, including all subgroups, will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, Hollister School will review and revise schedules to optimize collaboration times at each grade level. Teachers will meet weekly during professional learning team (PLCs) to review student data and work samples to discuss student progress, needs of struggling and advanced learners, and strategies to support next steps.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional Site cost as District CORE budget covers expense of PE release for collaboration between teachers at grade level.
Source(s)	Goleta Union School District
Budget Reference(s)	Budget reviewed at Site Council - See Agendas and Minutes

Goal 2: Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students at Hollister School, including all subgroups, will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, Hollister School teachers will, within the PLC structure, identify and implement curriculum resources to be used with struggling, at grade level, and advanced learners. Teachers will monitor efficacy of these resources through data collected at instructional intervals of 6-8 weeks.

Proposed Expenditures for this Strategy/Activity

Amount(s)	PLC Meeting Time - No additional Site cost as District CORE budget covers expense of PE release for collaboration between teachers at grade level. Certificated Tutors to support targeted interventions Math: \$18,500 Title I: \$9,000 LCAP: \$9,500
Source(s)	Title I/ LCAP
Budget Reference(s)	Budget reviewed at Site Council - See Agendas and Minutes

Goal 3

All students, specifically including English Language Learner students, will increase their frequency and complexity of oral language production.

Basis for this Goal

Instructional Rounds data collected during the 2017-18 school year.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teachers will self-assess three times/year the level of oral language frequency and complexity during an integrated lesson (you choose ELA, Math)	This will occur in the first week of October.	Over the course of the school year teachers will increase the frequency and complexity of contributions by students to academic discussion during core instruction.
Students will self-assess three times/year the number of times they contribute to a conversation during a lesson (you choose ELA, Math, Designated ELD)	This will occur in the first week of October.	Over the course of the school year students will increase the reported number of times that they productively contribute to academic discussion during core instruction.

PLANNED STRATEGIES/ACTIVITIES

Goal 3: Strategy/Activity 1

Students to be Served by this Strategy/Activity

All English Language Learning Students at Hollister School, including students reclassified as Fluent English Proficient (R-FEP), will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, English Learners at Hollister School will participate in a grade level wide 30 minute designated English Language Development period, taught at their language level, with lower than average student to teacher class size utilizing Wonders designated ELD curriculum. Certificated Tutors will be used to support reducing class size by teaching the English Only/Reclassified Fluent English Proficient/Bridging student cluster, so that classroom teacher can teach the English Learner cluster/s.

Web-based Program Rosetta Stone will be used to support Newcomers

Proposed Expenditures for this Strategy/Activity

Amount(s)

Certificated Tutors to support smaller group sizes for Designated English Language Development time: \$44,000
Title III: \$10,500, Title I: \$13,900 and LCAP: \$19,700

Source(s)

Title III part A, Title I Part A, and LCAP

Budget Reference(s)

Budget reviewed at Site Council - See Agendas and Minutes

Goal 3: Strategy/Activity 2

Students to be Served by this Strategy/Activity

All English Language Learning Students at Hollister School, including students reclassified as Fluent English Proficient (RFEP), will be served by this strategy.

Strategy/Activity

During the 2018-19 school year, teachers at Hollister School will use planned, structured academic conversations to support increased student talk.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost to site
Source(s)	
Budget Reference(s)	Budget reviewed at Site Council - See Agendas and Minutes

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

100% of our student cohorts will increase reading proficiency as measured by Renaissance STAR Reading Program (Star 360), and Smarter Balanced Assessment Consortium (SBAC) tests.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes										
STAR 360	100% of students will show growth	<table border="1"> <tr> <td>2nd</td> <td>53% At/Above 40 SGP</td> </tr> <tr> <td>3rd</td> <td>60% At/Above 40 SGP</td> </tr> <tr> <td>4th</td> <td>74% At/Above 40 SGP</td> </tr> <tr> <td>5th</td> <td>51% At/Above 40 SGP</td> </tr> <tr> <td>6th</td> <td>xx% At/Above 40 SGP</td> </tr> </table>	2 nd	53% At/Above 40 SGP	3 rd	60% At/Above 40 SGP	4 th	74% At/Above 40 SGP	5 th	51% At/Above 40 SGP	6 th	xx% At/Above 40 SGP
2 nd	53% At/Above 40 SGP											
3 rd	60% At/Above 40 SGP											
4 th	74% At/Above 40 SGP											
5 th	51% At/Above 40 SGP											
6 th	xx% At/Above 40 SGP											
SBAC Results	100% of students will increase proficiency	<table border="1"> <tr> <td>4th</td> <td>4% more students Met or Exceeded</td> </tr> <tr> <td>5th</td> <td>6% fewer students Met or Exceeded</td> </tr> <tr> <td>6th</td> <td>15% more students Met or Exceeded</td> </tr> </table>	4 th	4% more students Met or Exceeded	5 th	6% fewer students Met or Exceeded	6 th	15% more students Met or Exceeded				
4 th	4% more students Met or Exceeded											
5 th	6% fewer students Met or Exceeded											
6 th	15% more students Met or Exceeded											

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Administer STAR 360 Assessments (4 times a year) Grades Kindergarten – 6th	This occurred	\$0	No site expenditure
Administer BPST Assessments (2 times a year) Grades Kindergarten and 1st	This occurred		No site expenditure
Identify and target reading groups for both in acceleration		Site expenditure for certificated	

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
and intervention.		tutors to support small group sizes	
Conduct Data Team meetings 4 times per year to better organize our instructional systems.			Site expenditure \$2,000
Conduct weekly grade level data team meetings to review student progress and plan differentiation strategies in the classroom	This occurred, though not every week with fidelity.		No site expenditure
Students not making progress after multiple Data Team meetings will be brought to SST (Student Study Team) meeting to analyze data, work samples, targeted goals, interventions, and next steps.	September 2017- Conduct baseline assessments to identify students in need of intervention. Identify and serve those students via classroom interventions and target time interventions.	Substitutes for Teacher Release Time for Data analysis \$2,000.00	

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The actions listed in the 2017-18 SPSA were to assess students regularly, using STAR360, BPST and finally SBAC, and use the data collected to provide Targeted Intervention Time for all students. We provided tiered intervention in areas of identified need. Teachers met as teams to monitor data and assess progress.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

While we implemented many of the tasks listed in the plan, this year should be a refining process wherein we begin analyzing the data that we are collecting and applying this analysis to improve instruction on a regular basis.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was no drastically material difference in proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the Single Plan.

This goal has been restated with specific actions within the new Goal 1 on pages two through four.

Goal 2

English Learner (EL) Goal: 100% of Hollister students will be reclassified Fluent English Proficient by 6th grade

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CELDT/ELPAC		
Reclassification rates	All students reclassified by 6 th grade	10 students in the 6 th grade cohort had been reclassified by the end of 6 th grade year. 13 students were not reclassified by the end of 6 th grade.

STRATEGIES/ACTIVITIES

Goal 2: Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Administer ELPAC Assessment Grades Kindergarten – 6th	ELPAC assessments were given	No cost to site	No cost was incurred

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Schedules and anecdotal evidence reflect that designated ELD took place during the 2018-19 school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The indicators set forth in this goal were not met. It is unclear of the strategies, measurement indicators or manner in which the goal itself was articulated was the reason for not reaching this.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no drastically material differences in proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be adjusting the goal to target more specific academic oral language production by all EL students. We believe this will support academic achievement and reclassification of long-term ELs.

Budget Summary and Consolidation

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 127,059
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 122,728

Consolidation of Funds

Federal Programs	Allocation (\$)
Title 1-Part A – School Allocation	\$51,820
Title III- Part A – Limited English Proficiency	\$10,705
Title III-Part A - Immigrant	\$694

Subtotal of consolidated federal funds for this school: \$61,580

State or Local Programs	Allocation (\$)
LCAP – Local Control Accountability Plan	\$65,479

Subtotal of consolidated state or local funds for this school: \$65,479

Total of consolidated (federal, state, and/or local) funds for this school: \$127,059

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

Glossary of Acronyms

ADEPT	A Developmental English Proficiency Test	LNF	Letter Naming Fluency
BPST	Basic Phonics Skills Test	PI	Program Improvement
CCSS	Common Core State Standards	QEIA	Quality Education Investment Act
CDS	County-District-School Code	RFEP	Reclassified as Fluent English Proficient
CE	Compensatory Education	SBAC	Smarter Balanced Assessment Consortium
CELDT	California English Language Development Test	SIG	School Improvement Grant
ConApp	Consolidated Application	SIPPS	Systematic Instruction in Phonological Awareness, Phonics, and Site Words
CPM	College Preparatory Mathematics	SPSA	Single Plan for Student Achievement (i.e. this document)
CTE	Career and Technical Education	SSC	School Site Council
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	SST	Student-Study Team
EC	California Education Code	STAR 360	Renaissance STAR Reading, Math and Early Literacy Program
EL	English Learner	SY	School Year
ELA	English Language Arts	Title I-IV	Strengthening and Improvement of Elementary and Secondary Schools (20 U.S.C. 6301 et seq.)
ELD	English Language Development		
EIA-LEP	Economic Impact Aid/Limited English Proficient		
EIA-SCE	Economic Impact Aid/State Compensatory Education		
ESEA	Elementary and Secondary Education Act		
FPM	Federal Program Monitoring		
GUSD	Goleta Union School District		
LCAP	Local Control Accountability Plan		
LCFF	Local Control Funding Formula		
LEA	Local Educational Agency (i.e. GUSD)		
LEP	Limited-English-Proficient		